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ABSTRACT

For Utah residents to remain in the forefront or even stay competitive economically, the state's work force must acquire the knowledge and skills that match or exceed those of their most technically advanced competitors. A powerful engine for economic growth is a high-quality system of vocational-technical education. The majority of Utah public school students are encouraged to consider a concentrated vocational-technical career cluster, with regional planning commissions working to provide greater access to vocational-technical education for rural populations. The Utah State Board for Vocational Education and the Utah State Board of Regents have agreed to their respective governance roles. The core curriculum requires a basic general education so that each student has total access to vocational-technical education and college entry. Scope and sequence for vocational-technical course clusters will be developed. The area vocational centers will offer open-entry/ open-exit, competency-based programs on a year-round basis not tied to the traditional quarter and semester. Regional technical plans will be used to avoid unwarranted duplication and to coordinate offerings, facilities, and equipment. Because secondary and postsecondary programs should reflect actual and projected needs of business and industry, the Liaison Committee may appoint a Market Advisory Committee to counsel the regional and state committees. (CML)

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UTAH'S 1988-93

VOCATIONAL-TECHNICAL EDUCATION MASTER PLAN:

A POWERFUL RESOURCE FOR HUMAN AND ECONOMIC DEVELOPMENT

UTAH STATE OFFICE OF EDUCATION
UTAH STATE BOARD FOR VOCATIONAL EDUCATION

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UTAH STATE BOARD OF REGENTS

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Salt Lake City, Utah
January, 1989

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FOREWORD

The State Board of Regents and the State Board of Education are pleased with the conclusions and recommendations contained in this Utah Vocational-Technical Education Master Plan. **Both Boards enthusiastically endorse its contents!**

The Master Plan:

1. Clarifies governance issues;
2. Emphasizes regional planning to ensure maximum use of facilities, programs, and personnel when providing vocational-technical education;
3. Identifies ways to fund programs; and
4. Develops procedures to improve cooperation among schools, centers, institutions, and business and industry .

We heartily commend members of the Master Plan Steering Committee and sincerely appreciate the valuable input received from hundreds of individuals and educational entities throughout the state. Their collective efforts are responsible for this significant document.

Utah's economic well-being depends heavily on our ability to pave new vocational pathways. This new Master Plan is a significant beginning. The task now is to implement the vision, affirm its significance, and put quality and market-sensitive vocational-technical preparation within the reach of all Utahns.

It is our desire that all schools, centers, and institutions transform the recommendations of this Master Plan into the very best vocational-technical programs offered anywhere.

It is our commitment to you that the state policy boards will strongly support implementation of this master plan.

Ruth Hardy Funk
Chair
Utah State Board of Education

W. Eugene Hansen
Chair
Utah State Board of Regents

LETTER OF TRANSMITTAL

It is vital to the growth of Utah's economy that high quality vocational-technical education offerings be made available throughout the State in response to the training needs of business and industry. For every engineer or business executive prepared through our educational system, numerous skilled technicians and other trained workers will be required to keep Utah businesses competitive in a global economic market.

This new **Utah Vocational-Technical Education Master Plan** outlines the broad concepts required for students to bridge the gap from education to work. It encourages partnerships between employers and educators in developing vocational programs that respond to market conditions. There is a recognition that practical learning is an important dimension not only of job-specific training, but of a core curriculum that teaches the basic skills of communication, mathematics, computing, and "learning how to learn."

The Master Plan builds upon the success of existing programs in the public schools, area vocational centers, and higher education institutions and establishes forceful policy objectives that broaden student access to vocational-technical preparation at all levels. It recognizes the need for cooperation among current delivery systems by emphasizing local and regional involvement of educators, government officials, business and industry in developing regional plans for providing vocational offerings.

It is anticipated that the scattered, fragmented, and sometimes unwise competitive offerings of the past will be consolidated into cohesive and complementary vocational-technical training programs. State resources will be utilized prudently, and vocational programs will be more responsive to the needs of Utah students and employers.

For those who will complete vocational-technical programs in higher education and for the thousands of youth who are not college-bound, this report sends a profound message: You are an important part of society.

Our educational system has not forgotten you. High quality programs in vocational-technical education will be available for you to prepare for productive and meaningful employment in Utah's work force. However, to be competitive, you must be educated, you must be skilled, and you must be prepared to keep on learning. In a pragmatic sense, we acknowledge that the very future of Utah depends on how well you take advantage of the educational opportunities you are provided.

As the Chief Executive Officers of Public Education and Higher Education, we enthusiastically endorse this new **Master Plan** and commit our energies to support and implement its recommendations.

Superintendent of Public Instruction

Commissioner of Higher Education

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INTRODUCTION

The intensity of economic competition among the states in an interdependent global economy makes one fact increasingly clear. That is: for Utahns to remain in the forefront or even stay competitive economically, the state's work force must acquire the knowledge and skills that match or exceed those of our most technically advanced competitors.

According to a recent United States Department of Labor study, Work Force 2000, the majority of jobs added to the United States economy through the remainder of this century will, for the first time in history, require postsecondary education:

> *The jobs that will be created between 1987 and 2000 will be substantially different from those in existence today. A number of jobs in the least-skilled job classes will disappear, while jobs in highly-skilled occupations will grow rapidly. Overall the skill mix of the economy will be moving rapidly upscale, with most new jobs demanding more education and higher levels of language, math, and reasoning skills.*

Infused with quality courses that teach and reinforce fundamental academic concepts and skills, vocational-technical education will be needed at both secondary and postsecondary levels and should be linked to the local labor market to achieve higher rates of training-related placement.

UTAH'S IMAGE

Over the years, Utah has enjoyed a good reputation for the quality of education provided and the productivity of its work force. One indication of commitment is that Utah leads the nation in the percentage of adults who have completed one to three years of college (45 percent). Utahns drop to fifth among the states, however, in the percentage of residents with earned bachelor's degrees -- 20 percent of the adult population. An important question is whether the 80 percent not completing four years of college, including those who do not pursue postsecondary

For Utahns to remain in the forefront or even stay competitive economically, the state's work force must acquire the knowledge and skills that match or exceed those of our most technically advanced competitors.

Employment in the least-skilled job classes will disappear, while jobs in highly-skilled occupations will grow rapidly.

A powerful engine for economic growth is a high quality system of vocational-technical education.

education--whether in area vocational centers, higher education, or proprietary institutions--are prepared adequately with the skills and technical expertise to be competitive in an interdependent world economy.

Much has been said about the economic benefits of university research, the grants and contracts generated by research faculty, and the important new jobs developed through technology transfer and the establishment of spin-off companies. Certainly, university research is a powerful engine for economic development nationally and in Utah and must be supported as a wise investment yielding high returns.

An equally important and powerful engine for economic growth is a high quality system of vocational-technical education capable of turning out a well-educated and productive work force to meet the accelerating pace of technological change and international competition. Utah is unique among the states in having a relatively young population. The labor force in Utah is expected to grow by 33 percent by the year 2000 compared to 14 percent growth nationally. The state's young people, if well trained and educated, will become a great economic asset compared to states with a declining young work force. Vocational-technical education, job training and retraining, is increasingly essential for the economic well being of individuals and states. Since the average American changes occupations three times and jobs 6.8 times during a lifetime, high quality vocational-technical education must be available for Utah's work force to adjust and remain competitive.

VOCATIONAL-TECHNICAL EDUCATION PLANNING

Members of the State Board of Regents and the State Board of Education joined forces to complete a systemwide **Vocational - Technical Education Master Plan** in 1984 that called for new definitions, revised funding formulas and incentives, increased cooperation and resource sharing, and non-competitive role and mission designations for Utah high schools, area vocational centers, and colleges and universities. It was agreed that the findings and recommendations of the plan would be reviewed after three years to determine their impact on vocational-technical education in the state and to propose necessary revisions.

The **Utah Vocational-Technical Education Master Plan, 1988-93** has been developed by a statewide task force under the direction of the Liaison Committee of the Board of Regents and State Board of Education. It is intended to be an update of the **1984 Master Plan**, retaining many concepts and proposals that have worked well, and recommending changes designed to improve coordination and enhance the delivery of high quality vocational-technical offerings across the state.

Purposes

Major purposes of the 1988-93 Utah Vocational-Technical Education Master Plan are to:

1. Provide a high quality vocational-technical education delivery system which will serve students and enhance Utah's economy.

2. Help the public become aware that vocational-technical programs are a valuable option to prepare many students for work and/or further education.

3. Establish clearly defined and complementary vocational-technical education roles and missions among the public schools, area vocational centers, and colleges and universities governed by the State Board for Vocational Education and the State Board of Regents.

4. Ensure that funding formulas are established and clear definitions provided so that governing boards and legislators will understand and adequately fund vocational-technical education programs as a powerful engine for the Utah economy.

5. Require the regions to develop annual vocational-technical education regional plans that will meet the needs and eliminate unwarranted duplication among the colleges and universities, public schools, and area vocational centers.

6. Require public schools, area vocational centers, and colleges and universities to work cooperatively to utilize existing vocational-technical education programs, resources, and facilities.

Regional master plans will be developed to coordinate the delivery of vocational-technical education.

SCOPE OF THE 1988-93 MASTER PLAN

The scope of the **1988-93 Master Plan** consists of seven basic planning issues:

1. Regional Strategic Planning

The state is divided into vocational-technical education planning regions coinciding with existing AOG (Association of Governments) regional boundaries. It is intended that school districts, area vocational centers, and colleges and universities cooperate to develop specific regional plans for implementing vocational-technical instruction for grades 9-12 and appropriate postsecondary experiences.

2. Complementary Role and Mission Assignments

Each region will develop a plan that will delineate complementary functions and roles among the various public schools, area vocational centers, and colleges and universities governed by

The majority of Utah's public school students will be encouraged to consider a concentrated vocational-technical career cluster.

the State Board for Vocational Education and the State Board of Regents as well as determine their relationship to the State JTPA (Job Training Partnership Act) Plan and economic development plans of the state.

3. **Providing a Skilled Work Force to Enhance Economic Development**

   Utah's public schools, area vocational centers, and collegiate institutions will develop proactive market-sensitive vocational-technical training to help business, industry, and the Utah work force remain competitive.

4. **Funding Vocational-Technical Education**

   Adequate funding levels for vocational-technical education programs in public and higher education should be ensured in order to provide equal access and enhance the economic growth and development of the state.

5. **The Utah State Board of Education and the Utah State Board of Regents Encourage Vocational-Technical Career Clusters**

   The State Board of Education's 1984 "Program of Studies and Graduation Requirements" established the educational foundation skills and required courses that will enable every high school graduate access to all Utah community and four-year colleges and/or to immediate employment or apprenticeship opportunities. The majority of Utah's public school students will be encouraged to consider a concentrated vocational-technical career cluster.

6. **Geographical Access to Vocational-Technical Offerings**

   Regional planning committees will assure greater access to vocational-technical education programs in isolated rural areas and in underserved urban settings utilizing existing facilities, equipment, and other resources during summers, evenings, weekends, and through improved application of telecommunications technology.

7. **Access to Enlarged Vocational-Technical Education Offerings in Remote Rural Areas**

   Regional planning committees will provide an enlarged vocational-technical education offering in remote rural areas of the state which are so geographically dispersed in nature that strategies proposed for consolidating services are not feasible except through the use of technology, portable classroom facilities, or vocational summer camps as options to vocational-technical training offered in the state.

STATUTES AND GOVERNANCE

The Utah State Board for Vocational Education and the Utah State Board of Regents clarify and agree to their respective governance roles.

Introduction

Several public agencies have significant roles in the development, operation, and funding of vocational-technical education programs in Utah. The SBVE (State Board for Vocational Education) is designated as the "sole state agency" to receive and allocate federal vocational education act funds to legal recipients and to approve budget requests to the legislature for school districts, area vocational centers, critical industries, the Skills Center, Utah Displaced Homemaker, and other vocational-technical specific appropriations. A small amount of the eight percent set-aside for educational coordination under the federal JTPA (Job Training Partnership Act) is also administered by the Board. The State Board of Regents approves state-funded budget requests and the allocation of funds for vocational-technical programs in higher education institutions. The JTPA program and the state's Single Head of Household and Displaced Worker programs, operated out of the Department of Community and Economic Development, also fund vocational-technical education and training. School districts, moreover, have local taxing authority, in addition to state appropriations, to fund vocational-technical education.

Private entities including proprietary schools, CBOs (community based organizations), and business and industry also provide vocational-technical training utilizing funds derived primarily from other than state appropriations. The Federal Vocational Education Act (VEA - Carl Perkins funds) does, however, provide that CBOs and certain private postsecondary institutions may receive Carl Perkins funds from the SBVE to operate vocational-technical education programs.

The following language from the Utah Code, related to the governance and funding of vocational-technical education, provides a perspective for current funding policies and a point of reference for funding plans.

UTAH CODE RELATED TO GOVERNANCE AND FUNDING OF VOCATIONAL-TECHNICAL EDUCATION

General Powers:
ARTICLE X—CONSTITUTION OF UTAH

Section 2

The public education system shall include all public elementary and secondary schools and such other schools and programs as the Legislature may designate. The higher education system shall include all public universities and colleges and such other institutions and programs as the Legislature may designate.

Section 3

The general control and supervision of the public education system shall be vested in a State Board of Education. The membership of the Board shall be established and elected as provided by statute. The State Board of Education shall appoint a State Superintendent of Public Instruction who shall be the executive officer of the Board.

Section 4

The general control and supervision of the higher education system shall be provided for by statute. All rights, immunities, franchises, and endowments originally established or recognized by the constitution for any public university or college are confirmed.

JOINT LIAISON COMMITTEE

A Joint Liaison Committee was established by the Legislature as follows:

53A-1-501.
Membership—Duties—Advisory decisions.

(1) There is established within the state's educational system a joint liaison committee comprised of members of the State Board of Education and its staff and members of the State Board of Regents and its staff. Committee members shall be appointed by their respective boards.

(2) The committee shall meet on a regular basis and has the following duties:

(a) to review and recommend the resolution of educational policy issues of mutual concern to both boards,

including, but not limited to, such issues as the coordination of vocational education, teacher education programs, concurrent enrollment, advanced placement, the transition of students from high school to college, and the funding of public and higher education;

(b) to assist in the effective correlation and articulation of educational programs under the jurisdiction of the boards;

(c) to promote the implementation of policies and practices designed to achieve enhanced educational effectiveness and productivity at all levels of instruction, consistent with the maintenance to educational quality.

(3) Decisions of the committee are advisory and are not binding on either the State Board of Education or the State Board of Regents unless the decisions are ratified by both boards.

(4) Nothing in this section impairs or limits the authority of either board to take action within the scope of its jurisdiction as established by the constitution or other statutory provisions.

BOARD FOR VOCATIONAL EDUCATION

The State Board for Vocational Education has a primary role in the overall coordination and funding of vocational-technical programs in the State of Utah. It is established and given authority in Title 53A, Chapter 15, as follows:

53A-15-201.

The State Board of Education is the State Board for Vocational Education, and the state superintendent is its chief executive officer.

53A-15-202. Powers and Duties

The State Board for Vocational Education:

(1) shall establish minimum standards for vocational programs;

(2) may apply for, receive, administer, and distribute funds made available through programs of federal and state governments to promote and aid vocational education;

(3) shall cooperate with federal and state governments to administer programs which promote and maintain vocational education;

(4) shall appoint staff and establish their duties;

(5) shall fix staff compensation and pay their expenses from funds appropriated for this purpose; and

(6) perform other duties as required by law.

53A-15-203. Area Vocational Centers

(1) The area vocational-technical centers shall be under the control and management of the State Board for Vocational Education.

(2) The [state] board shall:

(a) prescribe courses, limited to vocational, technical, and related education;

(b) award certificates of completion;

(c) certify the level of competence;

(d) grant postsecondary education credit for successful completion of all programs as prescribed by the board;

(e) maintain a record of training for each student; and

(f) verify the training to other educational institutions and prospective employers.

STATE BOARD OF REGENTS

The State Board of Regents is established in Title 53B and given authority and responsibility for vocational-technical education-related functions in the following chapters:

53B-1-103. Powers and Authority

(1) There is established a State Board of Regents, hereafter referred to in this title as the "board."

(2) The board is vested with the control, management, and supervision of the institutions of higher education desig-

nated in Section 53B-1-102 in a manner consistent with the policy and purpose of this title and the specific powers and responsibilities granted to it.

(3) This section does not affect the power and authority vested in the State Board for Vocational Education to apply for, accept, and manage federal appropriations for the establishment and maintenance of vocational education.

53B-6-101. Master Planning

(2) The board shall establish and maintain an up-to-date master plan which shall include: . . . (b) establishing and defining the role and programs of each institution within the system; . . . (h) securing an adequate and coordinated program for the community colleges and vocational/technical programs in the institutions and departments in the state system of higher education.

(3) The board may do all things necessary for the effective implementation of the statewide master plan as adopted and revised by the board from time to time. The State Board for Vocational Education shall provide vocational education staff assistance to the State Board of Regents in support of master planning activities related to vocational-technical education in higher education.

53B-16-101. Establishment of Institutional Roles

. . . The board may establish and define the roles of the various institutions . . . and shall prescribe the general course of study to be offered at each institution.

53B-16-102. Curriculum

(8) In making decisions related to vocational/technical curriculum changes, the board [Regents] shall request a review of the proposed changes by the State Board for Vocational Education to ensure an orderly and systematic vocational education curriculum that eliminates overlap and duplication of course work with the high schools and area vocational centers.

53B-16-103. Granting of Degrees and Awards

(1) (a) An institution . . . may not issue a degree, diploma, or certificate unless it first receives approval from the board [Regents] of the adequacy of the study for which the degree, diploma, or certificate is offered.

53B-16-202. Community Colleges

The curricula at the colleges[*] shall include vocational and technical education, courses of a general nature which can be transferred to other higher education institutions, adult and continuing education, and developmental education. The colleges also provide needed community service. Vocational and technical education continues as the highest priority role of the colleges; and to ensure its continued emphasis, the Board of Regents shall develop specific funding mechanisms which will maintain the high priority treatment of these programs and address the fact that many vocational programs are more costly than general education/transfer programs.

In summary, the State Board for Vocational Education is designated as the state agency to apply for, receive, administer, manage, and distribute federal appropriations for the establishment and maintenance of vocational-technical education in the school districts, area vocational centers, and colleges and universities. Otherwise, the State Board for Vocational Education and the State Board of Regents have independent program approval and budgeting authority for vocational-technical programs in the two respective educational systems. Consistent with statute, the State Board for Vocational Education will review proposed vocational-technical education curriculum changes in higher education "to ensure an orderly and systematic vocational education curriculum that eliminates overlap and duplication of course work with high schools and area vocational centers."

Further, "to assist in the effective correlation and articulation of educational programs under the jurisdiction of the Boards," the State Board for Vocational Education should inform the State Board of Regents of proposed postsecondary vocational-technical education program changes for its review.

*Refers to Salt Lake Community College and Utah Valley Community College. Snow College, Dixie College, and the College of Eastern Utah also provide vocational-technical education as one of their major roles as comprehensive community colleges.

DEFINITION OF VOCATIONAL-TECHNICAL EDUCATION

BACKGROUND

There is no universally accepted definition of vocational-technical education that clearly describes what Utah schools and institutions provide or should provide in career training to students. The intent of this master plan, therefore, is not to list or try to reconcile the various existing definitions and interpretations of vocational-technical education but to develop a set of terms and descriptions for Utah that will clarify objectives, improve educational planning, and enhance programmatic and fiscal accountability.

Since the adoption of the Federal Vocational Education Act of 1917, vocational-technical education commonly has been understood to refer to preparation for occupations which do not require baccalaureate or advanced degrees for entry.

DEFINITIONS

The recommended Utah definitions of vocational-technical education and its two major components—exploratory vocational-technical education and occupational vocational-technical training—are described below.

Vocational-Technical Education

Vocational-technical education refers to organized educational programs which either explore career options or directly prepare persons for employment or for additional preparation leading to employment in occupations where other than a baccalaureate or advanced degree is required for entry. These occupations include such categories as agriculture, business, home economics, allied health, marketing, and industrial and technical education. Vocational-technical education consists of the following two components:

Exploratory Vocational Education

Exploratory vocational education refers to organized educational courses which in-

troduce students to the world of work, provide them with opportunities to explore career options, develop basic skills preparatory to formal occupational vocational training, and provide perspectives on the value and meaning of work.

Advanced Vocational-Technical Training

Advanced vocational-technical training is that set of formal occupational programs, related training experiences, and/or competencies that qualify a person for employment or further training in a specific occupation where other than a baccalaureate or advanced degree is required for entry.

COMPLEMENTARY VOCATIONAL-TECHNICAL EDUCATION ROLES FOR UTAH EDUCATIONAL INSTITUTIONS

The Core Curriculum requires a basic general education so that each student has total access to vocational-technical preparation and college entry.

Introduction

Better defined role and mission statements for the various levels of vocational-technical education will do much to avoid unwarranted duplication of programs and promote smoother articulation of vocational-technical education programs among public schools, centers, area vocational centers, and colleges and universities within the state. The vocational-technical education mission and role designations for Utah's public schools and district centers, area vocational centers, skills center, and colleges and universities are as follows:

PUBLIC SCHOOLS AND DISTRICT CENTERS

The public schools have the primary responsibility for developing basic general education skills outlined in the Core Curriculum Standards. The study and mastery of these basic subjects are necessary for effective vocational-technical education as well as for further academic education. The objective is to master a basic general education included in the Core Curriculum Standards so that each student has total access to both effective vocational-technical preparation and college entry.

The Program of Studies and Graduation Requirements established by the Utah State Board of Education in January, 1984, provide the basic program for all students in the K-12 program. The common experience core consists of prerequisite courses in the following:

1. Information technology (grades 1-6)
2. Mathematics (grades 1-6)
3. Social Studies (grades 1-8)
4. Arts (grades 1-8)
5. Science (grades 1-8)
6. Responsible Healthy Lifestyles (grades 1-8)
7. Language Arts (grades 1-11)
8. Exploratory Vocational-Technical Education (Technology Life Careers—TLC) (grades 7-8)

Mastery of the standards and objectives in these courses provides the founda-

tion skills and experiences for every student.

During the students' high school experience (grades 9-12), there are 14.5* credits that must be earned from a required course list in the following eight areas: language arts, mathematics, science, information technology, social studies, arts, responsible healthy life-styles, and vocational education. These required courses provide the knowledge and skills which will allow every student access to colleges, military training, and vocational-technical training, as well as 13.5* credits of electives that are to be planned by the student, the parents, and school officials. This is a component of the SEP (Student Educational Plan). The purpose of this block of elective courses is to provide the student with opportunities to prepare for an occupation or complete other vocational-technical training, concurrent enrollment courses, or complete requirements for college admission. Some program majors or universities may require additional mathematics, English, or foreign language for admission.

Scope and sequence for vocational-technical course clusters will be developed.

Most new jobs created in the next decade will require increased language, mathematics, and reasoning skills as well as added education and training beyond high school. Students in grades 9-12 will not only complete the basic Core Curriculum requirements, but they should carefully choose elective courses to be certain they are prepared to succeed in their post high school pursuits. Since large numbers of students do not immediately seek additional education after leaving high school, and because students who pursue further education would benefit from completing a secondary school career cluster, students in Utah public schools, grades 9-12, will be encouraged to complete a concentrated vocational-technical career cluster.

The State Board for Vocational Education will develop sequence outlines for each career cluster so that students will be taking courses in the appropriate depth and sequence. These sequences may include articulated curricula between public schools and postsecondary institutions particularly where learning sequences involve advanced technology. These clusters may also require training at area vocational centers, district centers, or community or four-year colleges where high cost programs are established.

Because some vocational-technical training programs are relatively costly, continued efforts must be made to consolidate high-cost programs among public schools, district centers, the skills center, area vocational centers, and colleges and universities. High schools should also facilitate programs of concurrent enrollment that allow qualified students to participate in vocational-technical programs offered by postsecondary institutions.

*Based on a seven-period day.

In addition, high schools, district centers, area vocational centers, the skills center, and colleges and universities should articulate curricula in vocational-technical programs and consider implementation of programs to serve the needs of students who are able to focus early on career goals. Such programs offer structured learning sequences in high technology fields for students in the last two years of high school followed by necessary additional training at area vocational centers, district centers, or colleges and universities where vocational-technical programs are offered.

AREA VOCATIONAL CENTERS (AVCs)

Utah's area vocational centers should concentrate their efforts and resources on the vital mission of preparing high school students, adult vocational students, displaced workers, and unemployed individuals for employment in entry level skilled or semi-skilled jobs. The AVC role also supplements on-the-job training leading to higher proficiency or placement in skilled craft jobs. AVCs will not offer collegiate credit nor award degrees.

The area vocational centers will offer open-entry, open-exit, competency-based programs on a year-round basis (subject to sufficient enrollment and funding) not necessarily tied to the traditional quarter and semester systems of higher education and the public schools. These programs should feature short-term, individualized, task-specific instruction closely aligned with the needs of business and industry with competencies and length of training determined by area employer advisory committees.

In lieu of collegiate credit and degrees, and consistent with the policy of the State Board for Vocational Education, Certificates of Competency should be awarded to students who complete prescribed training programs at the AVCs—showing specific skills learned.

While AVCs do not offer collegiate credit nor award degrees, students in selected programs—those that are competency-based and have been approved by colleges and universities as being comparable to corresponding programs on their campuses—may receive collegiate credit through a higher education institution in accordance with policies adopted jointly by the State Board of Regents and the State Board for Vocational Education. (See Appendix A.)

Vocationally related basic skills courses that incorporate supportive instruction in reading comprehension, written and oral communication, and computing that will enhance work skills may be offered at the AVCs. Any higher education general education courses offered at area vocational centers are to be made available through colleges and universities. Concurrent enrollment programs which allow students to draw upon the resources of two institutions with complementary missions are particularly

The area vocational centers will offer open-entry, open-exit, competency-based programs on a year-round basis not tied to the traditional quarter and semester.

The mission of the skills center is to provide educationally and/or economically disadvantaged students with entry-level skills and to place them on the job in the shortest time possible.

encouraged whether or not students seek to earn postsecondary credit for the instruction provided. Such programs will comply with policy adopted jointly by the State Board of Regents and the State Board for Vocational Education. (See Appendix B.)

VOCATIONAL-TECHNICAL SERVICES FOR AREAS NOT SERVED BY AREA VOCATIONAL CENTERS

The Regional Vocational-Technical Education Planning Committee shall identify and recommend vocational-technical services needed in the four regions not served by area vocational centers. The Utah State Board of Education's and the Utah State Board of Regents' budget process will include requests for noncredit vocational-technical education program funding from the four regions without these services.

SKILLS CENTER

The Salt Lake Skills Center was established to provide short-term, intensive vocational-technical training specifically designed for economically and/or educationally disadvantaged students. The center is administered by Salt Lake Community College with funding support from the State Board of Regents, the State Board for Vocational Education, cooperating Salt Lake area school districts, as well as from several state, federal, and community agencies and organizations that sponsor and refer students. While some of the programs offered at the skills center may be similar in content to vocational-technical education offerings in Utah high schools and/or area vocational centers, the role of the skills center is unique in that it is the only educational entity in the state with student populations comprised largely of disadvantaged students sponsored by community organizations, state and federal agencies, or local school districts participating on a cooperating basis.

The ongoing basic mission of the skills center is to provide educationally and/or economically disadvantaged students with entry-level skills and to place them on the job in the shortest time possible. Admissions are to be open-entry/open-exit, enabling students to enroll throughout the year and complete their training when ready for employment.

High school credit for courses completed may be obtained through a cooperating school district. In lieu of college degrees or credit, certificates of competency indicating the length of training and proficiencies acquired should be awarded.

COLLEGES AND UNIVERSITIES

The vocational-technical education roles of Utah's community colleges, state four-year colleges, and universities include credit programs leading to certificates, diplomas, and associate de-

grees in accordance with institutional and curricular roles assigned by the State Board of Regents. The Regents maintain a significant ongoing fiscal and programmatic commitment to vocational-technical education as evidenced by substantial funding and enrollments in credit programs.

In addition, short-term and noncredit vocational-technical education programs are offered by Utah collegiate institutions (except the University of Utah) based upon the locally identified needs of business and industry as described in approved regional plans. In areas of the state not served by area vocational centers, colleges will provide short-term and noncredit vocational-technical training as determined by regional plans. In regions with both an area vocational center and a college or university, the regional plan will specify the different vocational-technical programs to be offered by each. The Board of Regents will develop appropriate budgets to support such training programs designed for job placement or advancement not requiring college credit.

PROPRIETARY POSTSECONDARY SCHOOLS

Proprietary (private) postsecondary schools are independent learning institutions that offer a wide variety of vocational-technical programs leading to employment in business, health, beauty careers, and other specialties. They provide training for employment in specific fields. While the master plan refrains from prescribing a definitive role for such schools, their role in providing vocational-technical training options for Utah students is recognized as one of signficance.

APPRENTICESHIP TRAINING

An apprenticeship occupation is one that:

1. Is customarily learned in a practical way through a structured, systematic program of supervised on-the-job training.
2. Is clearly identified and commonly recognized throughout an industry.
3. Involves manual, mechanical, or technical skills and knowledge that require a minimum of 2,000 hours of on-the-job work experience.
4. Requires related instruction to supplement the on-the-job training through either classroom, correspondence courses, self-study, or other means of approved instruction.

Both adults and high school students may enroll in over 800 nationally recognized apprenticeship programs.

Short-term and noncredit vocational-technical education programs are offered by Utah collegiate institutions as approved in regional plans.

SCHOOL TO APPRENTICESHIP PROGRAMS

Utah's STA (School to Apprenticeship) Program provides an opportunity for part-time employment of youth in registered, apprenticeship occupations with a direct transition to full-time apprenticeship employment after graduation from school. The concept addresses both the issues of school-to-work transition and high youth unemployment. While the concept of improving the school-to-work transition is not new, apprenticeship-school linkage is unique in that it combines the apprenticeship system of training with school curricula, especially vocational-technical education.

The STA program provides a direct linkage between public schools, area vocational centers, and/or colleges and the formal, registered apprenticeship system of training. Utah's apprenticeship/vocational-technical education representatives develop linkages with area schools, sponsors, and employers in order to recruit students and to develop and register apprentices and apprenticeship programs.

Apprenticeship and School to Apprenticeship Programs are viable approaches to bridging the gap between school and the world of work. These programs provide continuity between education and work for those young men and women interested in skilled occupations and should be more strongly supported by public and higher education.

VOCATIONAL-TECHNICAL EDUCATION FOR STUDENTS AT RISK (SARS)

Utah will not have an effective educational program until all students in the state have access to needed programs. A Master Plan for Services for Students At Risk was prepared to facilitate the development of an appropriate education that will enable each person to pursue public school or postsecondary education and/or training commensurate with his/her abilities and interests. All students must have an opportunity to find and maintain employment situations that lead to economic security and to attain a living situation which presents an independent lifestyle.

At risk students will have access to vocational-technical education programs appropriate to their preparation and in keeping with individual education plans and/or Student Education Plans.

REGIONAL VOCATIONAL-TECHNICAL EDUCATION PLANNING AND COORDINATION

Regional technical education plans will be the primary factor for considering budget requests and allocation of funds. Unwarranted duplication of programs will not receive financial support.

To effect more efficient and effective use of both state and federal funds appropriated for vocational-technical education, a regional vocational-technical planning and coordinating committee shall be established in each region for the planning and delivery of vocational-technical education programs and services. Wherever applicable, capital facilities, equipment, and both credit and noncredit programs should be reviewed to promote articulation, coordination, and effective use of state resources. The regions will be structured along present regional AOG (Association of Governments) boundaries except that chief executive officer representatives from Salt Lake Community College and Weber State College, in addition to their own regional planning assignment, will also be members of the Davis Region Vocational-Technical Planning and Coordinating Committee.

In some areas of the state there are schools which are extremely isolated in rural areas; e.g., schools in Grand, San Juan, Emery, and parts of Carbon and Kane Counties in the Southeast Region; and in Millard, Tintic, and parts of Box Elder and Washington Counties in the western part of the state. The respective regional plans which include these isolated schools shall include a special section indicating how access to quality vocational-technical programs shall be achieved. Programs using interactive telecommunications, use of mobile equipment laboratories to be left on location for a quarter or semester of time, and summer vocational-technical program clinics at area vocational centers and colleges may be considered. When appropriate, interregional meetings of the planning and coordinating committees should be convened to effect the purposes of regional planning.

STRATEGIC PLANNING

It is intended that each regional committee will annually develop an overall plan consistent with existing policies of the State Board of Regents and the Utah State Board for Vocational Education for delivering vocational-technical education programs and services to secondary

Regional plans will be used by both Boards to avoid unwarranted duplication and to coordinate offerings, facilities, and equipment to ensure prudent use of the state's educational resources.

students and nondegree seeking adults. The State Boards shall determine policies for operation of regional planning efforts in consultations with local school boards, area vocational center boards, and institutional councils. Because many vocational-technical programs are relatively expensive to operate, the regional plans should develop procedures for centralizing programs, services, and plans to maximize the capacities of existing facilities in support of coordinated vocational offerings. The plans will include mission, role, and program delineations for the various delivery entities in the region.

Vocational-technical education facilities need to be seen as training sites with multiple uses. This is not intended to argue against the value of role assignments but rather to suggest that facilities and equipment can serve a diversity of programs and students under the direction and sponsorship of different offering entities. Where cooperative arrangements have been or can be made, they should be included in the regional vocational-technical plan.

The regional vocational-technical education plans will be a primary factor for considering budget requests and allocations of funds for vocational-technical education through the State Board for Vocational Education and the State Board of Regents. Unwarranted duplication of programs will not receive financial support from either Carl Perkins or State Set-Aside Funds (or from any other state or federal funds administered by either Board). The plans will be used by both boards to avoid unwarranted duplication and to coordinate offerings, facilities, and equipment to ensure prudent use of the state's educational resources.

REGIONAL VOCATIONAL-TECHNICAL PLANNING AND COORDINATING COMMITTEE

Each regional vocational-technical planning and coordinating committee will include the following:

1. All school district superintendents within the region and their district vocational director(s).
2. The director and vocational director of the area vocational center within the region.
3. All public college and university presidents within the region and their vocational directors.
4. A local office manager of Job Service.
5. The PIC (Private Industry Council) chair or director of JTPA.
6. A representative from the Economic Development Office.
7. A representative from the Office of Rehabilitation.
8. A representative of community based organizations (where they exist).
9. A representative of private institutions which

may receive Carl Perkins Funds.

10. One or more representatives from employers in the region, employing vocational-technical program graduates, as appointed by the chief executive officers.
11. A representative from labor.
12. A special education person who will represent all at-risk students.

The Regional Vocational-Technical Planning and Coordinating Committee will have authority to develop the regional vocational-technical plan to be submitted by the chief executive officers of the school districts, area vocational center, and college or university to the SBE/SBR Liaison Committee for review prior to submission to the State Board for Vocational Education for final approval. A set of bylaws, consistent with the intent in the statewide plan including times and frequencies of meetings, shall be developed by each regional vocational-technical planning committee. Where desired, this Regional Vocational-Technical Planning Committee could serve as the required Regional Vocational Education Advisory Committee.

Each Regional Vocational-Technical Planning and Coordinating Committee shall address the following items as its minimum charge:

1. Consider access to all vocational-technical programs offered by public entities within the region.
2. Consider access to all vocational-technical programs offered by private and community-based organizations within the region which request Carl Perkins funds.
3. Recommend to the respective boards the retention or reduction of public and higher education vocational-technical program offerings on the basis of job demand and student placements. Also, determine if unwarranted duplication of programs exists and, if so, develop plans to eliminate them.
4. Review and provide recommendations to the respective board(s) for both new program and facilities requests.
5. Review and coordinate requests for Federal Carl Perkins Grants. Minutes of the regional committee meetings must include action taken on each request. The review and coordination effort shall include at least the following:
   a. Evaluate the effectiveness and efficiencies of the instructional program to be delivered, including the specific level of training.
   b. Evaluate the effectiveness and efficiencies of where the services will be delivered.

The regional Vocational-Technical Planning and Coordinating Committee will have authority to develop the regional vocational-technical plan to be submitted by the chief executive officers of the school districts, area vocational center, and college or university to the SBE/SBR Liaison Committee for review prior to submission to the State Board for Vocational Education for final approval.

c. Evaluate the effectiveness and efficiencies of entity(ies) having responsibility to provide the facilities, equipment, and the financial support to operate the program.

d. Evaluate, where appropriate, how the students will be transported to the area where the vocational-technical training will take place.

6. Provide, where appropriate, a section in the regional plan which addresses the needs of access to high quality vocation-technical programs for isolated schools in rural areas.

7. Provide in the regional plan a section which identifies the mission, roles, and program delineations among the public entities in harmony with the master plan for the delivery of both regular and Custom Fit noncredit programs.

8. Develop guidelines and parameters for responding to the immediate training needs of business and industry in the area.

9. Provide to the State Board for Vocational Education/State Board of Regents Liaison Committee an annual regional plan, copies of all committee meeting minutes, and a report concerning the significant outcomes of the committee for the past fiscal year. The plan, minutes, and report are to be submitted by April 1 following the legislative session of each year.

A FAST-TRACK APPROVAL FOR BUSINESS AND INDUSTRY TRAINING NEEDS

When business and industry training needs occur that require immediate response beyond the scope of the regional plan, fast-track approval for business and industry training needs may be obtained from the State Superintendent of Public Instruction and the State Commissioner of Higher Education or their designee(s). Each fast-track action must be formally approved by the appropriate board.

Practicing administrators and counselors will upgrade their vocational competencies.

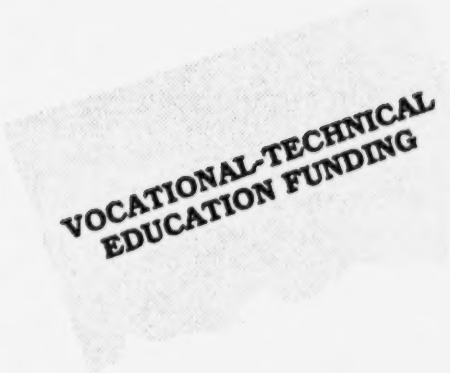
TRAINING/RETRAINING/ CERTIFICATION FOR VOCATIONAL-TECHNICAL EDUCATION ADMINISTRATORS AND SCHOOL COUNSELORS

To improve the capacities of school administrators and vocational education directors, preservice training standards should be expanded to include the administrative competencies developed by the National Center for Vocational Education. All guidance counselors should be prepared to counsel students in broad areas of vocational-technical education. The preservice training standards for counselors should be expanded to include appropriate vocational-technical career preparation.

1. During the time frame of this Master Plan, the State Board of Education will:
   a. Revise the standards for administrative/supervisory certification to include appropriate course work in the development of those unique administrative competencies required in the successful administration of vocational-technical education.
   b. Revise the standards for school counselor certification to include course work in vocational-technical career guidance, including School to Apprenticeship opportunities.
2. During the time frame of this Master Plan, the State Board of Education will:

   Provide upgrading of skills needed by practicing principals and counselors. The training activities will be made available on a statewide basis via SETOC (State Educational Telecommunications Operations Center). All principals and counselors in secondary assignments will be expected to have completed the training upgrade by December 31, 1989.
3. The State Board of Regents will encourage institutions to:

Provide opportunities for upgrading skills needed by vocational administrators, teachers, and counselors.



AT THE LEGISLATIVE LEVEL

Legislative Appropriations Structure for Vocational-Technical Education. Utah's system of vocational-technical education is composed of several components that operate somewhat independently of each other. Some school districts have taxing ability to develop capital facilities for vocational-technical education, but they also receive state and federal appropriations for program support. Area vocational centers and institutions in the higher education system have no independent taxing districts and are dependent upon both state and federal funding for both facilities and programs.

The vocational-technical education funding formula for school districts is established by the Legislature's Public Education Appropriations Subcommittee. Area vocational center budgets, which include funding for both secondary and postsecondary vocational-technical education programs, are also approved by the same committee. Higher education budgets, which include vocational-technical education programs, are approved by the Legislature's Higher Education Appropriations Subcommittee.

There is clearly a need for the legislative leadership to direct the Public and Higher Education Appropriations Subcommittees to communicate in reviewing funding requests for vocational-technical education. Each subcommittee would then be in a better position to make holistic decisions.

Both the AVCs and the higher education institutions through their respective boards request budgets for vocational-technical related capital facilities from the General Government and Capital Facilities Committee. This committee then recommends appropriations for new buildings with little coordination with the two education appropriation subcommittees that make appropriations recommendations regarding programs and building maintenance. Some joint meetings

of the Capital Facilities, Public Education, and Higher Education Appropriations Subcommittees would also be constructive.

Critical Industries funding for the Custom Fit Training Program for Economic Development is considered by the Public Education Appropriations Subcommittee without consideration by the Higher Education Appropriations Subcommittee. The Appropriations Subcommittees for Public Education, Higher Education, and Community and Economic Development should communicate in reviewing funding for Custom Fit programs. Each subcommittee will make independent recommendations. And finally, increased appropriations for support of ongoing noncredit vocational-technical programs are needed from both education subcommittees.

AT THE STATE BOARD FOR VOCATIONAL EDUCATION LEVEL

The Federal Carl Perkins Vocational Education Act (VEA—Carl Perkins funds) stipulates that the State Board for Vocational Education is to use the federal funds allocated to the state to supplement state appropriations. According to federal guidelines, these funds may not be used to fund either ongoing programs or otherwise supplant state appropriations. Indeed, the VEA provides that the state must maintain a 100 percent state-funded maintenance of effort in vocational-technical education from year to year in order to qualify for the Carl Perkins Funds allocation. State funds rather than Carl Perkins Funds should be used for base budgets .

AT THE STATE BOARD OF REGENTS LEVEL

The economy is well served when business and industry employ graduates with the knowledge and skills required to ensure high productivity and competitiveness. Vocational-technical programs offered by Utah higher education institutions must receive appropriate funding at a level needed to prepare students for successful employment in a competitive job market. Consistent with statute, the Board of Regents is working to develop and implement "specific funding mechanisms" which "address the fact that many vocational-technical programs are more costly than general education/transfer programs." A budget request mechanism has been developed which provides additional funding for new, net increases in vocational enrollments. Furthermore, Regents' budget policies will ensure that "vocational-technical education continues as the highest priority role of the [urban] community colleges."

College and university budgets are presented to the legislature without specific designation of the funding levels dedicated to vocational-technical education. The Regents' Annual Cost Study

data should be used to inform the legislature of both the direct instructional and total instructional costs of both vocational-technical education and other education provided by Utah colleges and universities.

Vocational-technical education is dependent upon having state-of-the-art equipment similar to that used in business and industry. Every effort must be made to fund vocational-technical equipment that will ensure a competitive work force in the state.

Vocational-technical education faculty must remain functionally competent at the level at which business and industry expect their highest-skilled employees to perform. Sabbatical leave policy and/or practice, tenure and rank advancement, and merit salary advancement traditionally have given priority to continued formal academic education rather than to return to business or industry for upgrading vocational-technical skills. While some institutions have made productive changes, all colleges and universities should develop and adopt policies which promote the continued occupational upgrading of vocational-technical faculty so they will function at the intended skill levels required in the occupations for which they prepare students.

During the last decade, there has been considerable confusion and controversy over the governance and funding of the Salt Lake Skills Center. The Center has been consistently under the administration of the Salt Lake Community College but has been funded alternately by the Higher Education or Public Education Appropriations Subcommittee with the budget flowing through the Regents or the State Board for Vocational Education. The Skills Center mission (described on page 16) has remained unchanged. Presently the Skills Center is administered by the Salt Lake Community College and funded by the Public Education Appropriations Subcommittee through the State Board for Vocational Education. This procedure does not accommodate effective and efficient budgeting or accountability. In harmony with the Constitutional revisions of 1987, control and supervision of the Salt Lake Skills Center should be assigned by Statute.

DURING THE TIME FRAME OF THIS MASTER PLAN:

1. The Legislative leadership should ensure appropriate coordination among the legislative subcommittees that recommend funding, programs, and facilities for vocational-technical education and training.

2. Control and supervision of the Salt Lake Skills Center shall be assigned to the State Board of Regents and the Salt Lake Community College. Statutory language will define the role and mission of the Skills Center in serving educationally and/or economically disadvantaged students. The Skills Center budget will be funded through the Higher Education Appropriations Subcommittee and maintained as a separate line item.

3. The Board for Vocational Education and the Board of Regents will develop appropriate budgets to support noncredit vocational-technical training programs approved in regional plans.

4. The Board of Regents will provide an appropriate weighted funding mechanism for college vocational-technical education programs.

5. Funding for Critical Industries (Custom Fit) training should be restored to the $1,000,000 level by the legislature for fiscal year 1990. Thereafter, the future level of funding should be based upon the calculated needs for funding in the budget year.

6. It is vital that vocational-technical education programs have equipment that is currently used in business and industry; therefore, the legislature should fund state-of-the-art vocational-technical equipment for higher education institutions, area vocational centers, and public school districts.

7. Through legislative intent language, the Legislature should stipulate that the state's federal JTPA programs be coordinated with the state's federal Carl Perkins Vocational Education programs to ensure the most efficient and effective uses of the funds for vocational-technical job preparation.

8. The legislature now provides direct line item funding for secondary student enrollments in AVCs. The Legislature should provide similar funds to enable secondary students in areas of the state without access to area vocational centers to attend like vocational-technical programs in colleges and district centers.

9. Federal funds going to the area vocational centers and the Skills Center should <u>not</u> be part of the base budget of these institutions.

10. The State Board for Vocational Education with the Legislature shall explore funding for a pilot study which would determine the feasibility of extended-day/extended-year schedules and bussing reimbursements to permit students to enroll in both after-school and summer vocational-technical programs offered in districts, AVCs, and/or colleges. This pilot program would also gather data showing costs, projected cost savings, building utilization, and early graduation options.

11. Area vocational center services for regions not having centers will be coordinated through regional planning committees and funded through budget processes of the Utah State Board of Regents and the Utah State Board of Education.

12. The State Board for Vocational Education will conduct needed inservice teacher development workshops for individuals from business and industry who teach in apprenticeship vocational-technical programs.

13. The State Board for Vocational Education will develop and implement a policy to permit career guidance services to become revenue generating.

14. The State Board of Regents shall direct institutions of higher education with vocational-technical education programs to develop policies and procedures which recognize the unique preparation and upgrading of vocational-technical faculty members in tenure and merit salary decisions.

THE RELATIONSHIP OF LABOR MARKET NEEDS TO VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

Vocational-technical programs at secondary and postsecondary institutions should be market-sensitive reflecting projected and actual needs of business and industry. To encourage public and higher education to respond more quickly to the needs of the marketplace, the Liaison Committee may appoint a Vocational-Technical Education Market Advisory Committee to study market trends, needs and projections, and provide reports to the regional planning committees and to the State Board for Vocational Education and the State Board of Regents for their respective curricular considerations.

APPENDIX A

R300-905 Standards for Granting Academic Credit by Utah System of Higher Education Institutions for Course Work Completed at Area Vocational Centers

R300-905-1 Definitions

A. "Board" means the Utah State Board of Education.

B. "AVC" means Area Vocational Center.

C. "USHE" means Utah System of Higher Education.

D. "AVC class" means vocational-specific and vocational-related course work completed at an AVC in which no instructional costs are ordinarily incurred by the USHE institution granting credit.

E. "USHE class" means college-level general education and related course work offered by higher education institutions at an AVC utilizing regular extension or adjunct faculty.

F. "Vocational-specific course work" means AVC courses which are designed specifically for occupational training programs which are either required or offered as electives in those programs.

G. "Vocational-related course work" means courses not designed specifically for an occupational training program but which are provided to support the specific occupational-related skills and knowledge required for success in occupational training programs. This includes business English, shop mathematics, applied trigonometry, business mathematics, applied algebra, and descriptive geometry.

H. "General education" means courses which may be required in a specific occupational training program but which are designed to introduce students to the content and methodology of the major areas of knowledge--the humanities, the fine arts, the natural sciences, and the social sciences--and to help them develop the mental skills that make them more effective learners.

R300-905-2 Authority and Purpose

A. This rule is authorized by Section 53-17-5.1, U.C.A. 1953, which places control and management of area vocational centers under the Board.

B. The purpose of this rule is to define when higher education credit is awarded to students who complete course work at an AVC.

R300-905-3 AVC Class Credit

A. Higher education credit awarded to students completing an AVC class is based upon demonstrated competencies achieved in the course or program.

B. Receiving USHE institutions shall evaluate programs at AVCs for approval. Students satisfactorily completing approved programs are awarded higher education credit for the program and shall not be required to redemonstrate competencies achieved in the program.

C. Credit for completing AVC basic education courses, such as reading comprehension, written and oral communication, and computing, may not be awarded by a USHE institution. Credit may be transferred for AVC classes which are equivalent to USHE institution courses offered above the 100 course number level. The transferred credit may be treated as elective credit, particularly when corresponding vocational-technical programs are not offered at the receiving USHE institution.

D. Acceptance of credit for an AVC class at one USHE institution shall ensure acceptance of the credit at any other USHE institution.

E. Unless a contrary arrangement has been jointly agreed upon by an AVC and a USHE institution, students applying for AVC class credit shall not be assessed by the receiving USHE institution any fee to make up the difference between the tuition charged by the AVC and that charged by the USHE institution. The USHE institution may assess a one-time application/admissions fee, at its current admissions fee rate, at the time of the initial request for credit. The fee shall be used to cover the costs of evaluating transcripts and establishing student records.

R300-905-4 USHE Class Credit

A. Students applying for credit for a USHE class shall receive full credit at a receiving USHE institution. USHE classes completed on an audit basis may not, at a later date, be transferred for credit.

B. USHE institutions requested to offer general education at an AVC should make every effort to offer the courses at the time of the year and at the time of the school day requested. If a general education course required for a vocational-technical education program offered at an AVC cannot be made available by a USHE institution, the AVC may appeal to the State Board of Regents--State Board for Vocational Education Liaison Committee. The Committee may give the AVC permission to operate general education courses required for a vocational-technical program.

KEY: vocational education, higher education
1987 **53-17-5.1**

APPENDIX B

R300-713 Standards for Concurrent Enrollment of High School Students in College Courses

R300-713-1 Definitions

A. "Board" means the Utah State Board of Education.

B. "Concurrent enrollment" means enrollment in one or more college course for credit by a high school student who continues to be enrolled and counted in Average Daily Membership.

C. "Contractual basis" means a method for providing concurrent enrollment wherein a school district and an institution of higher education contract for all aspects of the concurrent enrollment situation, including course location, instructor, and funding arrangements. Instruction normally occurs during the school day with students being released from regular high school course work to participate in concurrent enrollment. Concurrent enrollment course credit counts for completion of high school graduation requirements as well as for college credit.

D. "Noncontractual basis" means a method for providing concurrent enrollment wherein an individual high school student elects on his or her own initiative to enroll in an institution of higher education to pursue course work while continuing to be enrolled full-time in his or her high school. The student is responsible for all expenses and arrangements associated with college enrollment. Concurrent enrollment course credit counts for completion of high school graduation requirements as well as for college credit.

E. "USHE" means the Utah System of Higher Education.

R300-713-2 Authority and Purpose

A. This rule is authorized by Section 53A-17-112(25), U.C.A. 1953, which authorizes the Board to adopt standards for accelerated learning programs, Section 53A-1-402(1)(c), U.C.A. 1953, which allows the Board to adopt minimum standards for curriculum, and Section 53A-1-401(3), U.C.A. 1953, which allows the Board to adopt rules in accordance with its responsibilities.

B. The purpose of this rule is to specify the standards and procedures for concurrent enrollment.

R300-713-3 Student Eligibility

A. Local schools and institutions of higher education shall jointly establish student eligibility requirements which must be sufficiently selective to predict a successful experience and provide college-level competition within the classroom. Requirements may include:

(1) senior standing;

(2) a grade point average and A.C.T. composite score which predict success. A grade point average of B and an A.C.T. composite of 22 or higher is generally indicative of success;

(3) supportive letters of recommendation; and

(4) approval of high school officials.

The local schools have the primary responsibility for identifying students who may qualify to participate in concurrent enrollment.

B. Student eligibility requirements for vocational-technical concurrent enrollment are determined jointly by the public schools and participating post-secondary institutions.

R300-713-4 Operational Procedures

A. Private and public institutions of higher education may participate in the concurrent enrollment program.

B. Concurrent enrollment is conducted on either a contractual basis or a noncontractual basis.

C. Institutions of higher education shall develop reporting mechanisms which provide separate categories for student credit hours generated according to source of direct instructional costs.

D. Concurrent enrollment courses are offered at the most appropriate location for the course content, the faculty, and the students involved. Instructional methods may include on-site instruction, at a local high school or other appropriate site, by regular college faculty or adjunct college faculty, interactive telecommunication, or other appropriate delivery techniques. Participating students residing within commuting distance of a participating institution of higher education are encouraged to pursue their concurrent enrollment study on the institution's campus.

E. Students may earn up to 45 quarter hours or 30 semester hours of credits through concurrent enrollment conducted on a contractual basis. Credits in excess of 45 hours must be on a noncontractual basis.

R300-713-5 Courses; Credit

A. Participation in concurrent enrollment begins a student's college experience and a permanent college transcript.

B. Course registration and the awarding of credit for concurrent enrollment courses are the province of colleges and universities governed by USHE policies for service areas and off-campus programs and courses as contained in the Utah State Board of Regents' Master Plan. Private institutions are not governed by geographic locations but are encouraged to consult with USHE institutions when sponsoring off-campus concurrent enrollment programs.

C. Concurrent enrollment course selection criteria and the specific course subject list is developed by the Concurrent Enrollment Coordinating Committee. Concurrent enrollment course offerings shall reflect the strengths and resources of the respective schools and institutions of higher education and be based upon student needs. The number of courses selected must be kept small enough to ensure coordinated statewide development and training activities for participating teachers. Concurrent enrollment offerings, other than vocational-technical programs, are limited to a manageable number of courses in English, mathematics, fine arts, humanities, science, and social science, allowing a focus of energy and resources on quality instruction in these courses. The selected courses shall provide introductory level course work for a variety of majors and must satisfy general education requirements at state institutions of higher education. There may be a greater variety of courses in the vocational-technical area.

D. Course content, procedures, examinations, teaching materials, and program monitoring are the responsibility of the appropriate higher education program

or department and shall ensure quality and comparability with courses offered on the respective institution's campus.

E. Credit earned in the selected courses shall be transferable from one USHE or participating institution of higher education to another.

R300-713-6 Faculty

A. Nomination of adjunct faculty is the joint responsibility of the local school district and the participating institution of higher education. Final approval of the adjunct faculty is determined by the appropriate college or university department. Selection criteria for adjunct faculty teaching in the concurrent enrollment program is the same as that applied to other adjunct faculty appointments within the department. High school teachers holding adjunct faculty status for the purpose of teaching concurrent enrollment courses shall be included as fully as possible in the academic life of the supervising academic department.

B. In-service and professional development activities for instructors in the concurrent enrollment program are an essential element of the concurrent enrollment program. Provision of such activities is coordinated between the participating public schools and institutions of higher education. Each shall develop and provide activities to provide the instructors with training helpful to successful teaching in the concurrent enrollment program. Participating institutions of higher education shall provide to concurrent enrollment faculty in-service training prior to offering concurrent enrollment courses, on-site monitoring, and continuing education in the content area. Training approved by the respective institution of higher education may qualify an individual for graduate level credit. Whenever possible, in-service and professional development activities are coordinated and provided on a statewide basis.

R300-713-7 Coordinating Council

A. The Liaison Committee of the Board and the State Board of Regents recommends to the two governing boards candidates for appointment to the Concurrent Enrollment Coordinating Committee. The Committee is composed of an equal number of faculty and administrators from the public schools and institutions of higher education. Committee members are appointed for two year terms and may be reappointed. The terms are staggered so that one half of the Committee members are appointed each year. One half of the initial Committee members are appointed for one year terms only.

B. The Committee has the following duties:

(1) to develop a list of courses approved for concurrent enrollment;

(2) to advise the two governing boards regarding in-service training and professional development program; and

(3) to authorize research and evaluation techniques for concurrent enrollment practices within the state. Research studies shall assess student selection procedures, student success and rate of progress, quality of instruction, academic preparation of faculty, and relative costs and benefits of the concurrent enrollment program.

R300-713-8 Funding; Student Tuition

A. A portion of the State funds appropriated for accelerated learning programs shall be allocated to concurrent enrollment programs. Each district shall receive a pro-rated amount according to the number of quarter hours of successful college credit earned by students in that district.

B. School districts and institutions of higher education participating in concurrent enrollment on a contractual basis shall annually negotiate contracts for administrative and instructional support of concurrent enrollment courses. The contracts shall include the course outlines, texts, and other material needed and shall specify the admin-

istrative and supervisory services, including in-service education and reporting mechanisms, to be provided by each party.

C. Institutions of higher education which contract to offer concurrent enrollment programs may waive the negotiated tuition fee for up to 10% of students in concurrent enrollment who are financially in need, as designated by high school officials. School districts may set aside funds to provide textbooks and other instructional materials for such students.

R300-713-9 Relationship to Other Accelerated Programs

A. Concurrent enrollment is distinct from early admission programs. Early admission allows high school students who have left high school prior to graduation and who are no longer counted in Average Daily Membership to enroll in college courses for credit. Concurrent enrollment policies and funding mechanisms do not apply to early admission programs.

B. Local schools shall counsel students regarding special curricular options such as concurrent enrollment and Advanced Placement as they develop their educational plans.

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